

RRSA ACCREDITATION REPORT

GOLD: RIGHTS RESPECTING

School:	Alexandra Primary School
Headteacher:	John Norton
RRSA coordinator:	Joanna Mansfield
Local authority:	Hounslow
School context:	Alexandra Primary School is a large primary school in Hounslow with 693 children on roll. 17% of children are eligible for Pupil Premium, 11.5% have an SEN statement and 97% speak English as an additional language.
Attendees at SLT meeting:	RRSA coordinator and two teachers from the RRSA team – a separate telephone conversation was held with the headteacher prior to the accreditation visit.
Number of children and young people spoken with:	25 in two focus groups.
Adults spoken with:	6 teachers. A letter was submitted from a parent.
Key RRSA accreditations:	Registered for RRSA: December 2017 Bronze achieved: December 2018 Silver achieved: June 2019
Assessor(s):	Frances Bestley
Date:	16 June 2022

ACCREDITATION OUTCOME

Outcomes for Strands A, B and C have all been achieved.

Alexandra Primary School has met the standard for UNICEF UK's Rights Respecting Schools Award at Gold: Rights Respecting.

1. STRENGTHS AND RECOMMENDATIONS

This report is based on a virtual accreditation visit. The assessor would like to thank the children, the Senior Leadership Team, and staff for their warm welcome to the school, for the opportunity to speak with adults and children during the assessment and for the detailed evidence provided to support the process. Prior to the accreditation visit, the school completed a comprehensive School Evaluation: Gold form and provided a good collection of digital evidence.

It was evident that children's rights are embedded across the school and underpin every facet of school life.

Strengths of the school include:

- Children who confidently discussed a range of rights and why they are important and relevant to their lives.
- A strong commitment to children's rights and to RRSA from leaders at all levels tied into the vision and values of the school.
- Relationships were strong with a clear link to the school's values. Children were adamant that everyone was respected and included at all times.
- A strong focus on health and wellbeing; children were very clear that the school keeps them safe and supports them to be healthy.
- Strong pupil participation. There are several different mechanisms for children to feed into decision making and leadership in different areas of school life. Children felt listened to, that their views matter and that they could make a positive difference.

Our experience has shown that there are actions that have proven useful in other RRSA schools and settings in helping them to maintain and build on their practice at Gold level. Here are our recommendations for your school:

- Continue to ensure that rights are explicitly linked to the curriculum, activities and events throughout the school year.
- Continue the work that has begun on ensuring positive representation of our diverse society throughout the curriculum and continue to develop understanding and celebration of diversity in all its forms.
- Strengthen the impact of pupil voice by closing the feedback circle; perhaps a 'You said, We did' approach, showing how the voice of pupils has brought about meaningful change.
- Continue to develop strategies to empower children to challenge injustice and create further opportunities for all year groups to be involved in campaigning and advocacy work on children's rights. Consider using the UN Global Goals for Sustainable Development as a framework for this and the UNICEF UK [Youth Advocacy toolkit](https://www.unicef.org.uk/youth-advocacy-toolkit).

2. VISIT HIGHLIGHTS

STRAND A	Highlights and comments
1. Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere	<p>Children spoken with had a good understanding of rights; they cited a wide range of article and could talk about the concepts underpinning rights. <i>"Rights are things that children have as a necessity and deserve ... rights are for everyone in the world ... they can't be taken away and are from birth."</i> They explained that they learned about rights using the Article of the Week, in PSHE, RE, history and English lessons linking Victorians, 'Street Child', 'Journey to Jo'burg' and 'Carrie's War' to appropriate articles. Children described how, <i>"We learn about other cultures so we can understand other people."</i> They had a very good understanding of how some children may not be able to access their rights talking about India where children might have to work, and girls may not be able to access education or Pakistan where some children may not live in a safe environment.</p> <p>The SLT are very committed to being rights respecting; three RRSAs leads provide evidence of this. The headteacher identified that <i>"Rights filter through everything; children understand their rights and rights of children across the world."</i> The coordinator explained that there is a common theme that runs consistently throughout the school and has provided training <i>"...so we're all speaking the same language."</i> <i>"It's a ribbon that wraps around everything,"</i> said a teacher. Evidence submitted showed that school values, policies, curriculum planning and assemblies are linked to articles.</p>
STRAND B	Highlights and comments
2. In school children enjoy the rights enshrined in the UN Convention on the Rights of the Child.	Children could exemplify a wide range of rights that they enjoyed in school. Class charters are created in every class from nursery upwards, each September. <i>"We choose the rights that are most important for us in school"</i> explained a child when discussing charters. Children agreed, <i>"All the teachers treat you fairly"</i> and they had a good understanding of equity. One child said emphatically <i>"People are not treated equally; people are different and if they are all treated the same, they wouldn't be unique."</i>
3. Relationships are positive and founded on dignity and a mutual respect for rights	It was evident throughout the accreditation that relationships were respectful. Teachers explained that children will ask difficult questions and <i>"...the more they challenge us, the more we have to step up."</i> The coordinator identified that there had been a change in behaviour management and that children reflected on the choices they had made linked to respecting rights. Children explained that when there is a disagreement <i>"Teachers are never on one person's side, they listen to both of you, and you are pulled aside so you have your privacy ... teachers listen to you and don't judge."</i>
4. Children and young people are safe and protected and know what to do if they need support.	All children agreed that they felt safe at school explaining <i>"There are many teachers to supervise and help you feel safe."</i> There is a 'Talk to Me' box that children can use if they feel upset and all children agreed that they would ask a teacher if they felt unsafe. The coordinator identified that since becoming rights respecting children were confident to talk to a wider range of adults. Children learn about e-safety, have visits from the fire service and the police to learn about being protected from gang violence and knife crime.

5. Children's social and emotional wellbeing is a priority. They learn to develop healthy lifestyles.	Children described lots of ways in which they were kept healthy including PE, lots of activities in the school playground, school dinners with lots of fruit and vegetables and Sports Leaders who organise tournaments. They explained that there is also a strong focus on mental health <i>"In PSHE there are moments to relax and talk about how you feel ...breathing activities after break ... wellbeing groups."</i> The school has developed a wellbeing suite for parents and looks after staff wellbeing.
6. Children and young people are included and are valued as individuals.	Several staff described the developing empathy and maturity of the children and their improved confidence since the Silver accreditation. Children were very aware of non-discrimination and stated that the school is <i>"...very good at including everyone ... Everyone's happy and safe without being discriminated against."</i> Teachers shared examples such as, the promotion of authors from different backgrounds and during Eid, staff and children had access to a prayer room. Young carers can choose to identify themselves to their peers and can attend a group where they discuss what they need.
7. Children value education and are involved in making decisions about their education.	Children were clear that they enjoyed school. <i>"We appreciate our learning more now that we know it's a right."</i> explained a child. They described how they could vote about what they wanted to learn within a topic, could choose their level of challenge and decide how to present their work as a newspaper report or a poster. They set their own targets and assess their own and their peers' work.
STRAND C	Highlights and comments
8. Children and young people know that their views are taken seriously.	<i>"Everyone gets their own say."; "You'll always be listened to."; "The school takes you seriously."</i> were some of the responses from children who emphatically agreed their views were taken seriously. The School Council, the RRSA Steering Group, Sports Leaders and Eco Team provide opportunities for children to be involved in decision making. The RRSA Steering Group explained their role, <i>"We ensure that every child in this school can access their rights, we talk to each other about rights and look at how we are going to help the school get better."</i> Children in the focus groups were able to describe changes that had been made, these included: installing solar panels, changing the school dinners, improving the Year 6 toilets and changing the lights to LED ones and choosing which charities to support.
9. All children and young people have taken action to uphold their rights and the rights of others, locally and globally.	Children were very enthusiastic about actions they had taken to uphold children's rights. They talked about fundraising for the fire in Australia and for Children in Need and how that helped improve people's lives. They explained that they donated uniform, books, board games that they don't use and food to the local community centre <i>"...to help others."</i> The School Council hosted a conference for six other schools around sustainability; the Young Carers Group are supporting other schools in Hounslow to develop their own groups. Children wrote to McDonalds asking why their healthy food is more expensive than the unhealthy food. Children of Uighur heritage brought the abuses in China to people's attention and raised money to support their community. Teachers acknowledged that children are very confident in challenging social injustice. The headteacher stated, <i>"We listen to them, ask their opinions, talk to them about what's happening in other parts of the world and decide how we should make a difference."</i>